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| **Filename:** Online training on gender integration20June2013.pptx |

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| **Slide 1**  **Welcome** | The group endorsed the overall look and feel of the course, which builds on the STOP DISCRIMINATION campaign. Some additional suggestions included:   * Make the 2 OHCHR staff the same height * Make the “third sex person” (orange) thicker and with bell bottom pants * Consider adding an elderly person   However, our Communication colleagues thought we should go with the other image (used for each Section) as this one is too similar to the speak out campaign without the substantive message behind |
| **Slide 2**  **Welcome to Gender Equality, Human Rights, and Me: A Learning Tool for OHCHR Staff** | Welcome to Gender Equality, Human Rights, and Me: A Learning Tool for OHCHR Staff  This course has been designed by OHCHR to provide you with a basic understanding of gender equality and how you can integrate a gender perspective into your work.  It is intended as a tool to support the implementation of the OHCHR Gender Equality Policy (2011) and Gender Equality Strategic Plan (2014-17). As such, the course looks at concrete actions to advance gender equality, in both the Office institutional setting and in work to advance human rights for everyone, everywhere..  The course complements the UN basic online course on gender prepared by UN Women and peer-reviewed by 13 UN agencies, including OHCHR. It is recommended that you take this online module after completing the UN basic gender course (provide link when available).  We encourage you to think about the concepts presented in the context of your daily activities. |
| **Slide 3**  **Let’s take a look at what this course has in store.** | **Let’s take a look at what this course has in store.**  This course is divided into three sections.  **Rethink:**  Consider the basic concepts of gender equality and why is it important  **Relate:**  Learn about the institutional accountability frameworks and your individual role and responsibilities to promote gender equality  **Realise:**  Go one step forward towards gender equality by integrating gender perspective in your work |
| **Slide 4**  **Learning Objectives** | **Learning Objectives**  After completing this on-line course, you will be able to:   * Understand key gender concepts and why gender integration is important for human rights * Recall the key instruments and accountability frameworks for gender equality * Describe your responsibilities to integrate a gender perspective into your work * Apply the basic steps of gender analysis and know where to find further resources to help you integrate a gender perspective into your work |
| **Slide 5**  **Time required and certification** | **Time required and certification**   * You will need about 30 minutes to complete each of the three sections. You can take the whole course in a go or in sequences (using the “save” function) * At the end of this course, you can take an assessment exam to test your knowledge of the content. Upon successfully completing the assessment, you can print the course completion certificate for your records. |
| **Slide 6**  **Section One: Rethink** | Section One: Rethink |
| **Slide 7**  **Learning Objectives** | **Learning Objectives**  What is gender equality and why is it important in the realm of human rights?  By the end of this section you will be able to:   * Explain the concepts of gender, equality, equity and non-discrimination on the basis of sex and gender * Advocate why it is necessary to integrate a gender perspective into OHCHR's work * Refer to the normative base on gender equality and the empowerment of women |
| **Slide 8**  **Rethink** | **Welcome to Section 1: Rethink**  I am Elena and this is Atif. We will be your virtual gender facilitators and guide you through this on-line course.  In the first section, we will consider the following key questions:   * What is gender equality? * Why should we integrate gender perspective into our work? * How do human rights principles relate to gender equality? * What are the key legal instruments on gender equality and the empowerment of women? |
| **Slide 9**  **Basic Concepts and Definitions** | Basic Concepts and Definitions  **Introduction**  In order to get started, let's review some basic concepts and definitions. Click on the flashcards to check your knowledge.  **Gender**  Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, relative power and influence that society ascribes to women and men based on their biological differences (sex).  Whereas sex is usually fixed, determined by genetic and anatomical characteristics, gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them. The hierarchical relation has historically favoured men at the disadvantage of women.  **Gender equality**  Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female.  Inherent to the principle of gender equality, is the concept that all human beings, regardless of sex, are free to develop their personal abilities, pursue their professional careers and make choices without the limitations set by stereotypes, rigid gender roles and prejudices.  **Gender equity and temporary special measures**  Gender equity is used in some jurisdictions to refer to fair treatment of women and men, according to their respective needs. This may include equal treatment, or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities.  Gender equity or temporary positive measures is a means to achieve gender equality.  **Gender identity and sexual orientation**  **Gender identity** reflects a deeply felt and experienced sense of one’s own gender. A person’s gender identity is typically consistent with the sex assigned to them at birth (female or male).  For transgender people, include transsexual people, cross-dressers (sometimes  referred to as “transvestites”), people who identify as third gender, and others whose appearance and  characteristics are perceived as gender atypical. For them, there is an inconsistency between their sense of their own gender and the sex they were assigned at birth. In some cases, their appearance and mannerisms and other outwards characteristics may conflict with society’s expectations of gender-normative behaviour.  **Sexual orientation** refers to a person’s physical, romantic and/or emotional attraction towards other people. Everyone has a sexual orientation, which is integral to a person’s identity. Gay men and lesbian women are attracted to individuals of the same sex as themselves. Heterosexual people (sometimes known as “straight”) are attracted to individuals of a different sex from themselves. Bisexual people may be attracted to individuals of the same or different sex. Sexual orientation is not related to gender identity.  **LGBT** stands for “lesbian, gay, bisexual and transgender.” While these terms have increasing global resonance, in different cultures other terms may be used to describe people who form same-sex relationships and those who exhibit non-binary gender identities (such as *hijra, meti,*  *lala, skesana, motsoalle, mithli, kuchu, kawein, travesty, muxé, fa’afafine, fakaleiti, hamjensgara* and Two-Spirit). In a humanrights context, lesbian, gay, bisexual and transgenderpeople face both common and distinct challenges. Intersexpeople (those born with atypical sex characteristics) suffermany of the same kinds of human rights violations as LGBT people, as indicated below.  An **intersex pers**on is born with sexual anatomy, reproductive organs, and/or chromosome patterns that do not fit the typical definition of male or female. This may be apparent at birth or become so later in life. An intersex person may identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity: intersex people experience the same range of sexual orientations  and gender identities as non-intersex people.  **Gender-based discrimination**  Gender-based discrimination refers to.any distinction, exclusion or restriction made on the basis of sex or gender, which prevent the equal enjoyment of human rights and fundamental freedoms.    Gender-based discrimination can be direct, when the differentiated treatment is explicitly based on the grounds of sex (e.g. a law that allows only men to inherit property) or indirect, when a requirement or condition that is apparently neutral but adversely affects one of the sexesfind another example .Gender-based discrimination can occur in law or in practice, in the political, economic, social, cultural, civil or any other field.  **Gender integration**  Gender integration (or mainstreaming) is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas of life and at all levels.  It is a strategy for making men's as well as women's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally and inequality is not perpetuated.  The ultimate goal of gender integration is to achieve gender equality.  Gender integration does not in theory mean an emphasis on women's experiences. However, in practice gender integration often results in a specific focus on women, because they are often adversely affected by existing gender inequalities.  SummaryOHCHR adopts a “rights-based approach” to gender integration. This implies taking action to ensure that every human right applies equally to women and men. |
| **Slide 10**  **How sex and gender play a part in human rights** | To illustrate why it is important to integrate a gender perspective in our work, let's consider a case study on the gender impact of the tsunami in Southeast Asia.  **Gender Discrimination**  On 26 December 2004, a tsunami shook the coasts of several Asian countries, killing more than 220,000 people and displacing over 1.6 million.  Oxfam international study (2005) on the consequences of tsunami in Aceh suggests that the tragedy disproportionately affected women.  Up to four women were killed for every man.  Biological differences (or sex) played a part here. Men are generally physically stronger than women.  But above all, socially constructed differences (or gender) that played the most critical role. In Aceh, the wave struck on a Sunday morning when the women were at home, looking after their children and other relatives, while men were out fishing – hence could see the waves hit, or had left their community to look for work elsewhere. Many women died because they. Women were not taught how to swim from young age like men. Women in that part of the world also wear long draped dresses, which make it more difficult to swim.  Stories like this illustrate that if even a natural disaster affects women and men differently, there is little that is gender neutral.  The other side of the coin is that if and when gender perspectives are integrated in development, humanitarian or human rights work, the impact is tremendous |
| **Slide 11**  **Case study: A gender and human rights approach** | **A gender and human rights approach in tsunami response**  Let's consider some essential human rights. What gender considerations do these raise?  What questions we might ask ourselves to ensure women's human rights are protected in the relief and reconstruction response in the wake of the tsunami?  **"Everyone has the right to life, liberty and security of person." Universal Declaration of Human Rights, Article 3.**  How safe are women and girls in crowded camps and settlements, when they are outnumbered by men?  "Everyone has the right to own property alone as well as in association with others." Universal Declaration of Human Rights, Article 17.  Will widows in Aceh (Indonesia) have access to land once owned by their husbands?  **"Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family....Marriage shall be entered into only with the free and full consent of the intending spouses." Universal Declaration of Human Rights, Article 16**  **? In communities where there are much less women and girls than men,** wll younger women be pressured enter into marriages with much older men?  **"Everyone has the right to education." Universal Declaration of Human Rights, Article 28**  If younger women do enter into early marriage, what are the risks in terms of compromising their education?  **Women are guaranted equal rights in deciding “freely and responsibly on the number and spacing of their children CEDAW (article 16)**  If younger women do enter into early marriage, what are the risks in terms of girls’ reproductive health?  **Summary**  In principle, human rights apply equally to all men and women. It is our work to ensure that this is the case.  ST: Look for some of the post-tsunami relief work documented by OCHA showing how a gender perspective has been integrated |
| **Slide 12**  **Why should I integrate a gender perspective in my work at OHCHR?** | **Why should I integrate a gender perspective in my work?**  **Introduction**  So now we are beginning to understand why it is important to integrate a gender perspective into our work. Let's consider some explicit reasons.  **Gender equality is a moral imperative.**  “*More girls have been killed in the last fifty years precisely because they were girls , than men were killed in all the wars of the twentieth century. More girls are killed in routine ‘gendercide’ in any one decade than people were slaughtered in all the genocides of the twenthieth century*.” (Source: Half the Sky, by Pulitzer Prize winners Nicholas Kristoff and Sheryll WuDunn).  The prevalence rate of combined intimate partner and non-partner sexual violence among all women of 15 years or older are alarming and an idea of the "epidemic proportion" of the issue throughout the world: Africa – 45.6%, this means that almost 1 out of 2 women of 15 years or older experience some sort of sexual violence during their life Americas – 36.1% Eastern Mediterranean – 36.4%\* (No data were available for non-partner sexual violence in this region) Europe – 27.2% South-East Asia – 40.2% Western Pacific – 27.9% High income countries – 32.7%  The WHO 2013 report on prevalence of VAW (<http://www.who.int/gender/violence/who_multicountry_study/en/>)  Check for infogram  **Its absence undermines human rights.**  Since the founding of the United Nations, women’s equal rights have been included amongst the most fundamental guarantees of human rights. Adopted in 1945, the UN Charter sets out the goal “to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, [and] in the equal rights of men and women”. Furthermore, Article 1 of the Charter stipulates that one of the purposes of the UN is to promote respect for human rights and fundamental freedoms “without distinction as to race, sex, language or religion”. This prohibition of discrimination based on sex is repeated in articles 13 and 55.  Subsequently, in 1948, the Universal Declaration of Human Rights was adopted, also proclaiming equal entitlements to the rights contained in the Declaration, “without distinction of any kind, such as . . . sex, ….” In the drafting of the Declaration, there was considerable discussion about the use of the term “all men” rather than a gender-neutral term. The Declaration was eventually adopted using the terms “all human beings,” and “everyone,” in order to leave no doubt that the Declaration on Human Rights was intended for everyone, man and woman alike.  **Human Rights Treaties are legally binding on the States that ratify them (lead by example?)**  **To credibly hold states to account, we have to be a role model. We have been mandated and required to do so. We have to better integrate in our work, so we can advocate it in their work.**  After the adoption of the Declaration on Human Rights, the Commission on Human Rights set itself to drafting two human rights treaties concerning human rights, the International Covenant on Civil and Political Rights (ICCPR), and the International Covenant on Economic, Social and Cultural Rights (ICESCR). Together with the Universal Declaration, these are known as the International Bill of Human Rights. The provisions of the two Covenants, as well as other human rights treaties, are legally binding on the States that ratify them.  The human rights guaranteed by the ICCPR include inter alia the right to life, freedom from torture, freedom from slavery, right to liberty and security of the person, rights relating to due process in criminal and legal proceedings, equality before the law, freedom of movement, freedom of thought, conscience and religion, freedom of association, rights relating to family life and children, rights relating to citizenship and political participation, and minority groups’ rights to their culture, religion and language. The ICESCR guarantees rights including inter alia the right to work, the right to form trade unions, rights relating to marriage, maternity and child protection, the right to an adequate standard of living, the right to health, the right to education, and rights relating to culture and science. The ICESCR and the ICCPR share common language pertaining to the prohibition of discrimination based on, inter alia, sex (Article 2 in ICCPR and ICESCR), as well as equal right of men and women to the enjoyment of all rights (Article 3 in ICCPR and ICESCR) contained in these treaties.  **Gender equality is a prerequisite for sustainable development.**  Gender disparities are barriers to development imposing heavy costs on society, including reduced growth and lower poverty reduction. Economic analyses by the United Nations, World Bank, Goldman Sachs and other organizations show a significant statistical correlation between gender equality and the level of development of countries.  A growing body of evidence shows that investing in gender equality has a multiplier effect on productivity, efficiency and sustained economic growth. For example, women reinvest 90% of their income in their families and communities, compared to men who reinvest only 30% to 40% of their income; in some African countries, children of mothers who have spent five years in primary education are 40% more likely to live beyond the age of five (Guiding Principles for Aid Effectiveness, Gender Equality and Women’s Empowerment, OECD 2008). |
| **Slide 13**  **Human Rights guiding principles from a gender perspective** | **Human Rights guiding principles from a gender perspective**  **Introduction**  Human rights guiding principles apply equally to women and men.  Let's consider for a moment what this means for gender equality.  **Universality**  Human rights are for everyone, everywhere. This means that cultural diversity, religious values and traditional practices cannot be invoked to justify unequal treatment of women and men. E.g. FGM or “honour killing”?  **Indivisibility, interdependence and interrelatedness**  Civil, cultural, economic, political and social rights are all of equal importance and the realization of one right will often condition that of other rights.  E.g. ensuring that all individuals have equal access to adequate housing, water and sanitation will help to overcome discrimination against women living in informal settlements and rural areas.  **Participation and inclusion**  Women and men have the right to access information and participate in decision-making processes that affect their lives. States have primary responsibility to ensure free and meaningful participation of women and men in political and economic life.  E.g.?  **Equality and non-discrimination**  Women and men must enjoy equal rights, responsibilities and opportunities. Non-discrimination equates equality, whereas inequality is the product of discrimination, whether direct or indirect.  E.g.? |
| **Slide 14**  **Slide 14** | **In spite of international human rights standards, however the denial of rights based on gender is still widespread. For example**   * Over half a million women continue to die each year from pregnancy and childbirth-related causes. * Rates of HIV infection among women are rapidly increasing. Among those 15-24 years of age, young women now constitute the majority of those newly infected, in part because of their economic and social vulnerability. * Gender-based violence kills and disables as many women between the ages of 15 and 44 as cancer. More often than not, perpetrators go unpunished. * Worldwide, women are twice as likely as men to be illiterate. * As a consequence of their working conditions and characteristics, a disproportionate number of women are impoverished in both developing and developed countries. Despite some progress in women’s wages in the 1990s, women still earn less than men, even for similar kinds of work. * Many of countries still have discriminatory laws governing marriage, land, property and inheritance. * Most gender-based discrimination in the world affects women. But there are cases where men are affected. Gender disparity in education in Latin America in favours girls. The practice of canning in prison in East Asia affects only men. * Both women and men often face discrimination on grounds of sexual orientation or gender identity. |
| **Slide 15**  **Slide 15** | **The CEDAW Convention**  The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted by the General Assembly in 1979 to specifically protect and promote women’s human rights, also contained in other international instruments  Some key provisions include the responsibility for States to::   * Act to eliminate violations of women’s rights, whether by private persons, groups or organizations * Prohibit not only discrimination against women in law but also to modify social and cultural patterns of conduct that stereotype either gender or put women in an inferior position * Eliminate discrimination, including through appropriate legislation prohibiting discrimination, or positive action to improve the status of women.   The CEDAW Convention covers:   * Civil and political rights (rights to vote, to participate in public life, to acquire, change or retain their nationality, equality before the law and freedom of movement)   Economic, social and cultural rights (rights to education, work, health and financial credit). The CEDAW Convention has been ratified by over 90% of UN member States. Click here to see the status of CEDAW by country  OHCHR provides the secretariat to the CEDAW Convention since 2008. |
| **Slide 16**  **Other Important Human Rights Instruments for Gender Equality** | **Other Important Human Rights Instruments for Gender Equality**  **Organize these by themes, click on your theme of interest**   * The prohibition of discrimination based on sex is also provided for in the Convention on the Rights of the Child (article 2) and the Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (article 7). * The Committee on the Elimination of all forms of Racial Discrimination, which oversees compliance with the Convention on the Elimination of all forms of Racial Discrimination, has also recognized the gender dimensions of racial discrimination, and has “endeavour[ed] in its work to take into account gender factors or issues which may be interlinked with racial discrimination.” * Additionally, the Committee against Torture, which monitors the Convention against Torture, regularly addresses issues of violence against women and girls. * The Convention on the Rights of Persons with Disabilities (article 6) recognizes the multiple discrimination that women with disabilities are subjected to, and States Parties commit to addressing this discrimination and taking “take all appropriate measures to ensure the full development, advancement and empowerment of women” in the enjoyment of their human rights. * Add HRC res on combating discrimination based on sexual orientation and gender identity (core legal obligations of States with respect to protecting the human rights of LGBT people).   [Find your country’s webpage](http://www.ohchr.org/EN/Countries/Pages/HumanRightsintheWorld.aspx), on the OHCHR website, including information on which treaties your country (or the country you are working in) has (or hasn’t) signed and ratified, its reporting status, as well as the most recent Treaty Body and Special Procedures visits, reports and observations/recommendations to your government. |
| **Slide 17**  **Other Important Human Rights Instruments for Gender Equality** | **Other Important Human Rights Instruments for Gender Equality**  **A HR based approach to GE leverages these instruments identifying rights holders and their entitlements and corresponding duty-bearers and their obligations and works toward…(this will be discussed further in section 3).**  So we see that gender equality is a cross-cutting issue that has implications in many sectors.  Let’s hear some perspectives on gender equality and non discrimination from civil society advocates and UN partners. |
| **Slide 18**  **Perspectives on Gender Equality** | **Perspectives on Gender Equality**  Over the years, progress has been made towards integrating women’s rights into laws and adopting equality laws. Yet, a lot remains to be done. Discrimination against women persists in both public and private spheres in time of peace and of conflict. It transcends national, cultural and religious boundaries and is often fuelled by cultural stereotyping and power imbalances which are mirrored in laws, policies and practice. Examples of discrimination include pay inequality between men and women performing the same job, the impossibility for women to pass on their nationality to children and women’s unequal access to divorce, just to mention a few.  “There is a wide range of laws that discriminate against women. These laws affect women’s economic and family lives, their health, safety and their ability to participate in political dialogues and public life.”  - Kamala Chandrakirana,  Member of the Working Group on the issue of discrimination against women in law and in practice established by the UN Human Rights Council. |
| **Slide 19** | **Perspectives on Gender Equality**  Women’s exclusion from education and participation underpins and facilitates other problems they face, such as discriminatory patterns in ownership and exploitation of land, dispossession and forced eviction, and inequality in relation to the right to inheritance. United Nations studies indicate that women produce half of the world’s food, and their work accounts for two-thirds of the world’s working hours. However, they earn only 10 percent of the world’s income and own less than one percent of property worldwide. Some analysts have indicated that if just 10 percent more girls obtained a secondary education, their country’s economy could be expected to grow by three percent. When an educated girl earns an income, she reinvests 90 percent of it in her family. On the other hand, boys invest 35 percent of their income in their families. In short, the absence of women’s equality undermines their fundamental human rights, and also hampers societal development and economic growth.  "As a 12 year old, I feel that education is a key driving factor for the girl child. It’s her birthright to obtain education and she shouldn’t have to campaign for it.”  - Anonymous contributor to a Global Thematic Consultation on Addressing Inequalities facilitated by UNWomen. |
| **Slide 20** | **Perspectives on Gender Equality**  While there has been progress in recent years in overcoming homophobia, many States are still reluctant to acknowledge the extent of violence and discrimination meted out to those who are lesbian, gay, bisexual, transgender and intersex.  In particular, three areas of particular concern that require immediate attention.  The first relates to “hate crimes, which take place with alarming regularity in all regions of the world. These range from aggressive, sustained psychological bullying through to physical assault, torture, kidnapping and even murder.  The second concern is the criminalization of homosexuality. It is nearly 20 years since the UN Human Rights Committee found that people’s right to privacy and non-discrimination are violated when same sex relationships are criminalized. Nonetheless, more than 70 countries continue to outlaw same sex relationships.  The prevalence of discriminatory practices against LGBT individuals is the third area of concern. In some instances, States are not just passively permitting discrimination to take place but actively contributing to it.  “The world should be outraged when people suffer discrimination because of who they love or how they look. Discrimination based on gender identity and sexual orientation is one of the great human rights challenges of our time. We know what needs to be done. Draconian laws used to criminalize and punish lesbian, gay and transsexual people must be replaced by new laws that are in harmony with universal human rights conventions.” - Ban Ki-moon, UN Secretary-General  Conventions organised by group in focus (child, lgbt - SG, indigenous (Menchu), minority, and then themes (labor, health, etc), economic, social and cultural, civil and political) |
| **Slide 21**  **Gender equality is a cross-cutting issue that has implications in many sectors.** | **Add other perspectives here relating to:**  Political participation  Economic empowerment  Sexual and reproductive rights |
| **Slide 22**  **Quiz Gender issues in the UN** | **Gender issues in the workplace**  So, now we've reviewed the basic concepts of gender equality, considered why it is important, and looked at the impacts that existing inequality has in different contexts.  Before we move on to the next section, let's look at some gender issues in a context in which we are all familiar: the UN. Please reply to these self-assessment questions in view of the material we have covered in this section.  **Quiz – 1**  An administrative form asks you to indicate your gender. Is this correct?  Yes  **No**  **Feedback**  **Correct**  That's right! You may be asked on administrative forms (even in the UN) to indicate your "gender" when they really want to know is your “sex”, i.e. whether you are male or female. Gender is not the same as sex. While the term "sex" refers to biological differences between women and men, the term "gender" refers to the socially constructed identities, attributes and roles of men and women in society. On an administrative form, "sex" should be used rather than "gender" as the organization is not interested in your socially constructed identities but rather what you biologically are.  **Incorrect**  You did not select the correct response. You may be asked on administrative forms (even in the UN) to indicate your "gender" when they really want to know is your “sex”, i.e. whether you are male or female. Gender is not the same as sex. While the term "sex" refers to biological differences between women and men, the term "gender refers to the socially constructed identities, attributes and roles of men and women in society. On an administrative form, the term "sex" should be used rather than "gender" as they are not interested in your socially constructed identities but rather what you biologically are.  **Quiz – 2**  Part-time employees are treated less favourably than full-time employees (in terms of pensions, vacation, etc.). Could this be gender-based discrimination?  **Yes**  No  **Feedback**  **Correct**  That's right. Although such a practice may seem neutral at face value, given that considerably more women than men are part-time employees, this can be an indirect form of discrimination.  **Incorrect**  Although such a practice may seem neutral at face value, given that considerably more women than men are part-time employees, this can be an indirect form of discrimination.  **Quiz – 3**  A qualified man is turned away from a secretarial job because of his sex. Is this gender-based discrimination?  **Yes**  No  **Feedback**  **Correct**  That's right! Most gender-based discrimination affects women but there are cases when men are affected.  **Incorrect**  You did not select the correct response. Most gender-based discrimination affects women but there are cases such as this one when men are affected.  **Quiz – 4**  A terms of reference for a senior management position advertised at the UN states, "Qualified female candidates are especially encouraged to apply." Does this goes against the principle of gender equality?  Yes  **No**  **Feedback**  **Correct**  To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field.  The General Assembly has repeatedly called for the United Nations to reach gender parity at all levels. The goal was mandated to be achieved by the year 2000. Yet, overall representation remains sub-optimal at approximately 39 per cent in the Secretariat and varies widely for the different entities of the UN system. This is an example of a measure put in place to accelerate progress.  While OHCHR fares better than many other UN entities with 64% of its regular staff being female, there is a bottleneck remains at the senior management level. Women fill only 33% of D1 and D2 positions. Statistics on men at the GS level?  **Incorrect**  To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field.  The General Assembly has repeatedly called for the United Nations to reach gender parity at all levels. The goal was mandated to be achieved by the year 2000. Yet, overall representation remains sub-optimal at approximately 39 per cent in the Secretariat and varies widely for the different entities of the UN system. This is an example of a measure put in place to accelerate progress.  While OHCHR fares better than many other UN entities with 64% of its regular staff being female, a bottleneck remains at the senior management level. Women fill only 33% of D1 and D2 positions.  Question 5 on SOGI issue? Relating to UN workplace (ask Adviser on Sexual Orientation)  Add another question about an interview question on experience with gender integration |